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**ANALYSIS OF FORMATION OF FOREIGN EXPERIENCE OF A
 STRUCTURAL APPROACH TO COORDINATION OF NON-STATE
 HIGHER EDUCATIONAL INSTITUTIONS**

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ABSTRACT

Currently, non-state higher education has become an important part of the general education system of Uzbekistan, leading the training of highly qualified personnel, which has a positive impact on its condition and development. The non-state sector in the higher education system has reached a certain level of development and has earned recognition.

KEYWORDS: *Coordination of higher educational institutions, Education, Non-state higher education, Highly qualified work, Theory of management of educational systems.*

INTRODUCTION

The development of a network of non-state educational institutions makes it possible to partially solve such problems of the country's higher education as: bringing educational services closer to the place of residence; expanding opportunities to meet the needs of the population in higher education; the possibility of implementing new copyright programs and technologies; the formation of new economic approaches to the management of educational institutions; attracting additional funds for the development of higher education [1].

It should be noted that the process of the formation of the non-state sector in the higher education system is clearly ahead of the process of its reflection. The quantitative description of this system, the ongoing debate around it, only confirms its real and problematic development, but does not satisfy either academic interest or those who practically build this system, and feels an urgent need for scientific substantiation and support of their own activities.

The non-governmental sector of education has filled a niche that has arisen in the market for supply and demand for highly qualified labor, new in structure and content, oriented towards international experience.

One of the fundamental steps in the reform of higher schools was the transition from state to state-public and public-state management systems with various forms of ownership, creating potential opportunities for students to move along their own path in the system of lifelong education, with the right to choose various educational institutions, including non-state [2].

A unified educational policy has been consolidated, which is implemented within the framework of a unified system, and provides, on the one hand, for the implementation of specific educational functions by state and public organizations, and on the other, for the implementation of certain functions of these organizations in their interaction. With this approach, it is possible not only to divide functions between the structural units of an educational institution, but also to combine them, subordination, which contributes to the achievement of educational goals in all their diversity.

The main goal of educational institutions, including non-state ones, is the transfer of ideas, methods and technologies for the development of natural social and industrial processes. However, the traditional educational strategy in universities is based on the subordination of all participants in the educational process to uniform external standards, which seriously impedes the introduction of progressive innovations, prompt response to changes in the social environment [3]. The main goal of modern education is the development of a person's needs, and the ability to go beyond what is being studied, the ability to self-actualize creative potential, self-development and self-education throughout life.

The cardinal changes that are currently taking place in all spheres of life in Russian society are accompanied by a rapid increase in the number of professions that require in-depth training and focus on a specific area of professional activity.

B.S. Gershunsky wrote that everything starts with an idea, which gradually turns into a constructive hypothesis, a theoretical concept, an expanded target program, into a concrete plan of practical action. He considers education itself as a value, system, process, result [4].

Thus, the readiness of an educational institution for high-quality professional training of specialists depends on three components: the goals of training, the content of training and the organization of the educational process.

An analysis of the theory and practice of the functioning of universities indicates that the educational process in modern higher education suffers from a number of shortcomings. Students in the learning process are not able to cover the complex of the studied problems in unity; when solving problems of practical activity, they do not always understand the interaction of various factors that influence these decisions.

Analyzing the practice of organizing the educational process in non-state universities, we noted some of its regularities:

- 1) the educational process is carried out better in those universities where it is based on serious analytical work;
- 2) more effective is the result of management activities in those universities where the level of its feasibility is higher;

- 3) the higher the level of continuity of management influences, the more significant the effectiveness of management results;
- 4) the more stable the rhythm of management of the educational process, the higher its organization and effectiveness of the results of activity;
- 5) the interconnected and coordinated functioning of the educational process is ensured by the observance of proportions in the activity and structure of the controlling and controlled systems;
- 6) the organization of the educational process can only be effective when the management system has the knowledge and skills necessary to carry out management activities.

Obviously, it is necessary to develop conceptual approaches to the system of training specialists, which would harmoniously combine the possibilities of solving the problems of professional activity and the development of the personality of a professional who is able to realize himself in practice [5]. We believe that the development of pedagogical conditions for organizing the educational process is such an approach, the implementation of which will successfully solve these problems.

The pedagogical process, the synonym of which is educational, consists of the learning process and the education process. An analysis of the practical activities of non-state universities allows us to conclude that they are in dire need of scientifically based recommendations, primarily on the organization of the educational process. Despite the fact that many non-state universities were created with the aim of obtaining special higher education, most of these institutions are represented by the mechanical transfer of pedagogical systems (educational process) from a state university [6]. Therefore, the problem of organizing the educational process in non-state universities acts as a condition for improving the quality of training.

The objective complexity of each profession determines the presence of high requirements for his personality and activity, his cognitive, emotional-volitional, moral, activity spheres. As a result, optimization of the process of training specialists in a non-state university is one of the priority tasks of reforming the educational system.

One of the ways of optimization is the control process, understood as an impact on an object (process), which is selected from a variety of possible impacts, taking into account the goal, the state of the object (process), its characteristics and leads to an improvement in the functioning or development of this object, i.e. approaching the target. The existing practical experience indicates that the organization of management in any field of activity does not take place spontaneously, thoughtful management actions are necessary, the definition of the subject and object of management, the identification of their relationship [7]. The analysis of the philosophical, psychological and pedagogical literature showed that the theoretical foundations of management are perceived as an independent substance in development. Management theory that solves the problem of ensuring the effectiveness of the educational process is considered in the works of A.G. Aganbegyan, A.I. Anshichkina, V.G. Afanasyeva, D.M. Gvishiani, I.I. Shamova, S.V. Shekshni, foreign scientists - M. Weber, D. Carnegie, V. Stevenson. The problems of organizing the pedagogical process in educational institutions became the object of research by Yu.V. Vasilyeva, V.I. Zvyagintseva, Yu.K. Konarzhevsky, O. V., Levgerova, A. N. Orlova, M.M. Potashnik, I.K. Shalaeva.

In recent studies, various aspects of the management problem have been considered, and the issues of management organization have been studied. A systematic vision of the pedagogical process is reflected in the research

S.I. Arkhangelsky, V.G. Afanasyeva, Yu.K. Babansky, V.P. Bepalko; conducted pedagogical research in the field of education management; studied the management of the pedagogical process of educational institutions; analyzed the current state and development trends of higher non-state educational institutions.

Despite some progress in the development of higher non-state educational institutions achieved in recent years, the training of a high-class specialist is still an object of the educational process. Today it is becoming more and more obvious that there are a number of contradictions in the organization of the pedagogical process of a higher non-state educational institution:

-Between the need of society for the professional training of a specialist and the objectively existing social and pedagogical conditions that complicate the implementation of this process;

- Between the large volume of required professional knowledge of a specialist and the rapid "aging" of the information received;

-Between the constantly changing requirements of society to the level of professional training of a future specialist and his readiness to quickly and effectively adapt to the conditions of labor activity;

-Between scientific and theoretical knowledge and experience of legal training of students and the lack of developed conceptual foundations for organizing the pedagogical process in higher non-state educational institutions. The need to resolve these contradictions predetermined the research problem, which consists in identifying organizational and pedagogical conditions and substantiating ways to increase the effectiveness of the educational process in a non-state higher educational institution [8].

The aforementioned contradictions and problems determined the choice of the topic of our research: "Features of the organization of the pedagogical process in a higher non-state educational institution."

Purpose of the study: to develop and implement a model of effective organization of the educational process in a non-state higher educational institution.

Object of research: the pedagogical process in a higher non-state educational institution.

Subject of research: organizational and pedagogical conditions for the functioning of the educational process in a higher non-state educational institution.

In accordance with the problem, purpose, object and subject of research, the following tasks were set:

1. Analyze, on the basis of comparison with a state university, a set of initial provisions that form the theoretical basis for the organization of the pedagogical process in a non-state higher educational institution.
2. Determine the essence and structure of the pedagogical process in a higher non-state educational institution.

3. To develop a model for the effective organization of the pedagogical process in the preparation of a specialist in a non-state university.

4. To determine the pedagogical conditions for the effective organization of the educational process in the preparation of a specialist in a higher non-state educational institution.

In the course of the study, a hypothesis was put forward that the effectiveness of the pedagogical process in a non-state university for training specialists will significantly increase if the conditions and pedagogical capabilities of a non-state higher educational institution are taken into account in the management and organization of the educational process, namely:

-Reliance is made on the psychological and pedagogical characteristics of students, their goals and values;

-As a technological basis for training, the means of new information technologies and mass communication are systematically and holistically used;

-Compulsory computer literacy of teachers and students is provided;

-The organization of independent work of students and various types of control of its results are optimally connected;

-Is formed and rationally used the subject environment in the educational complex, through the implementation of the pedagogical process in the courts, prosecutor's office, customs, tax police [9].

The methodological basis of the study was: the theory of personal and professional self-determination, the theory of management of educational systems, studies of the features of educational activity, the theory of personality development, studies on the adaptation of a young specialist to professional activities, special studies on the organization of the pedagogical process in universities.

Culturological, axiological, personal-creative and activity approaches served as the methodological basis of the research.

The special methodology was a systemic and holistic approach to the knowledge and transformation of professional activity, the concept of a humanistic orientation to the organization of vocational education, the principles of the unity of theory and practice in the educational process of a higher educational institution.

The work used the provisions of the UZM Law "On Education", the Law "On Higher and Postgraduate Professional Education", the Order of the Ministry of General and Vocational Education of UZM "On Measures to Promote the Improvement of Teaching, Methodological and Academic Work in Non-State Universities", regulatory documents of the Ministry of Education, scientific and methodological sources, psychological and pedagogical literature on the research problem.

To solve the set tasks and test the working hypothesis, a set of research methods was used, including:

-Theoretical analysis of philosophical, sociological, psychological and pedagogical literature on the problem, regulatory documents; observation, questioning, creation of various pedagogical

situations; analysis of the productivity of professional management activities; pedagogical experiment; method of mathematical processing of experimental data.

Preparatory and organizational - characterized by the study of normative, instructional and methodological documents, scientific and methodological sources, scientific, psychological and pedagogical literature and foreign sources in order to determine the specific features of the organization of the activities of a higher non-state educational institution, the experience of organizing the training of specialists in higher non-state educational institutions of economic legal profile; development of approaches and research methods [10].

Theoretical and experimental - clarification and adjustment of the tasks of the dissertation research. Revealing a complex of pedagogical conditions for increasing the effectiveness of the educational process of a higher non-state educational institution.

Theoretical - generalizing - completion of pedagogical research, theoretical understanding of the results obtained, analysis and generalization of research materials, formulation of conclusions and introduction of a model of organization of the pedagogical process into the practical activities of higher non-state educational institutions. Literary design of the dissertation research.

The most significant results obtained personally by the applicant; their scientific novelty and theoretical significance:

-A model of the organization of the pedagogical process of a higher non-state educational institution has been developed and tested, contributing to the improvement of the quality of specialist training;

-Within the framework of the developed model, a set of pedagogical conditions has been determined that most effectively affect the organization of the educational process and the training of specialists in a non-state university of economic and legal profile;

-Proposed and substantiated diagnostic procedures that reveal the effectiveness of the organization of the educational process in higher non-state educational institutions;

-Formulated scientifically grounded methodological recommendations for the organization of the pedagogical process in a higher non-state educational institution.

In addition, the approbation and implementation of the results obtained make it possible to develop fundamentally new approaches to further improving the system of professional training of students in higher non-state educational institutions [11].

1. The pedagogical process of a higher non-state educational institution is an integral, special, educational, educational system designed to form both professional and personal qualities of a student capable of fulfilling his educational, social and labor duties.

2. The theoretical model of the organization of the pedagogical process is an integrative unity of goals, tasks, defining principles, methods, psychological and pedagogical conditions that ensure the effectiveness of students' educational activities, based on conscious motivation for the chosen profession.

3. Features that determine the organizational and pedagogical conditions of the activity of a higher non-state educational institution provide a program-targeted and professional orientation

of the educational process, form students' cognitive independence and stimulate educational activity.

4. The effectiveness of the work of the educational administration, special departments and the dean's office in the process of planning, organization, regulation and control ensure the performing and educational disciplines;

5. The variety of forms of independent work of students, the interaction of teachers and students in the learning process, the development of democratic, collaborative, benevolent interpersonal relations maintain a comfortable psychological microclimate, and ensure the effectiveness and quality of the educational process.

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